

Montana Striving Readers Preschool/Head Start Scoring Rubric DRAFT

Application Criteria Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-4	Meets Standards 5-8	Exemplary Plan 9-10	Total 10
<b>Part A: Capacity Criterion</b> <ul style="list-style-type: none"> <li>This is the overall look at Part A. # 1-10 of Part A is listed below and provides some additional examples early childhood centers may identify within their application in order to meet standards or be exemplary.</li> <li>The Leadership Component in the Montana Literacy Plan (MLP) should have helped early childhood centers address this section.</li> </ul>		*Identifies district wide strengths for items 1-10 that clearly demonstrates the capacity for a <b>comprehensive (PreK-12) approach</b> for improving early language and literacy.  *Identifies additional early childhood center strengths for items 1-10 that ensures capacity at all center levels and not just at the district level.  *Identifies district needs for items 1-10 and clearly demonstrates how the on-site leadership team will address the needs to improve early language and literacy achievement for all students.  *Identifies additional early childhood center level needs for items 1-10 and clearly demonstrates how the on-site leadership team will address the needs to improve early language and literacy achievement for all students.  *Identifies minimum of 80% buy-in	* Identifies <b>district or program wide strengths</b> for items 1-10 that clearly demonstrate the capacity for a comprehensive district approach for improving early language and literacy.  *Identifies <b>additional early childhood center strengths</b> for items 1-10 that ensures capacity at all center levels and not just at the district level.  *Identifies <b>district or program wide needs</b> for items 1-10 and clearly demonstrates how the on-site leadership team(s) will address the needs to improve early language and literacy achievement for all students by identifying short term and long term performance targets and aligning those targets to the measures/assessments written into this application.  *Identifies additional school or early childhood center level needs for items 1-10 and clearly demonstrates how the on-site leadership team will address the needs to improve early language and literacy achievement for all students by identifying short term and long term performance targets and aligning those targets	

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		<p>from each early childhood center level.</p> <p>*Commits to using iwalkthrough system.</p> <p>*Commits to principal or center director's presence during on-site support visits.</p> <p>*Commits to on-site leadership team attending statewide workshops.</p>	<p>to the measures/assessments written into this application.</p> <p>*Identifies minimum of 80% buy-in from each early childhood center level.</p> <p>*Commits to using iwalkthrough system.</p> <p>*Commits to principal or center director's presence during on-site support visits.</p> <p>*Commits to on-site leadership team attending statewide workshops.</p>	
1. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT RtI Framework with a minimum buy-in of 80% of LEA and Head Start staff	<p>*A 3-5 year is not clearly defined.</p> <p>*A minimum of 80% buy-in has not been addressed</p>	<p>*References staff assurances page (Section IV) and provides evidence of a minimum of 80% buy-in at each early childhood center level.</p> <p>*Describes <b>district wide, school and early childhood center</b> level commitment for implementing the 7 components of the MLP.</p>	<p>*References staff assurances page (Section IV) and provides evidence of a minimum of 80% buy-in at each early childhood center level.</p> <p>*Describes <b>district wide, school and early childhood center level</b> commitment for implementing the 7 components of the Montana Literacy Plan (MLP).</p> <p>*Describes current involvement and commitment in a 3-5 year process with School Improvement or the Montana RTI project and the alignment of the 8 essential RTI components with the 7 components of the MLP.</p>	
2. Communicate a consistent MLP roll-out plan		<p>*Describes how the on-site leadership team will have constant communication and input from and to staff about the goals and activities written into the application.</p>	<p>*Describes how the on-site leadership team will have constant communication and input from and to staff about the goals and activities written into the application.</p> <p>*Describes how the communication will be</p>	

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			consistent from the leadership team to ensure a cohesive message.	
3. Identify 3-5 year performance targets		<p>*Identifies 3 year performance targets for measuring early language and literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>*Describes how the early language and literacy performance targets are tied to the Comprehensive School Improvement Process (CSIP) goals for reading and instruction.</p> <p>*Describes a <b>comprehensive approach (PreK-12)</b> for 3 year performance targets and how the targets set at each level help determine if students are prepared to move to the next level.</p>	<p>*Identifies 5 year performance targets for measuring early language and literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>*Describes how early language and literacy performance targets are tied to the Comprehensive School Improvement Process (CSIP) goals for reading and instruction.</p> <p>*Describes a <b>comprehensive approach (PreK-12)</b> for 5 year performance targets and how the targets set at each level help determine if students are prepared to move to the next level.</p> <p>* Describes or cross references how required assessments will help district, school and early childhood center to create a more comprehensive approach.</p>	
4. Define annual literacy performance targets		<p>*Identifies annual targets for measuring early language and literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>*Describes how annual targets are tied to the Comprehensive School Improvement Process (CSIP) goals for reading and instruction.</p>	<p>*Identifies annual targets for measuring early language and literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>*Describes how annual targets are tied to the Comprehensive School Improvement Process (CSIP) goals for reading and instruction.</p> <p>*Describes a <b>comprehensive approach (PreK-12)</b> for annual targets and how the targets for the year help determine if students are prepared to move onto the next grade level.</p>	

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			* Describes or cross reference how required assessments will help <b>district, school and early childhood center</b> to create a more comprehensive approach.	
5. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP		*Provides evidence of current staffing and resources that will support the implementation of this application and the 3 year performance targets.	*Provides evidence of current staffing and resources that will support the implementation of this application and the annual and 5 year performance targets.	
6. Allocate time for professional development and time for collaboration among staff, with a focus on early language and literacy achievement and effective, developmentally appropriate literacy instruction.		<p>*Describes how weekly planning time (45 minutes to 1 hour) will be structured.</p> <p>*Describes what teams will look like and when and where they will meet.</p> <p>*Describes how teams will dedicate that planning time to discussing the goals, including instruction and student data, of this application.</p>	<p>*Describes how weekly planning time (45 minutes to 1 hour) will be structured.</p> <p>*Describes what teams will look like and when they will meet.</p> <p>*Describes how teams will dedicate that planning time to discussing the goals, including instruction and student data, of this application.</p> <p>*Describes any additional time for professional development and collaboration among teams and entire staff to ensure the goals of this application are achieved.</p>	
7. Establish and lead monthly meetings		*Describes how the on-site leadership team will lead monthly meetings about the goals of this application.	<p>*Describes how the on-site leadership team will lead monthly meetings about the goals of this application.</p> <p>*Describes when, where, and what the content of the meetings will entail and the next steps established from the meetings.</p>	
8. Conduct weekly, both scheduled and random walk-throughs of all instructional settings		*Describes who (principal, assistant principal, director, leadership team) will be conducting the walk-throughs.	*Describes who (principal, assistant principal, director, leadership team) will be conducting the walk-throughs.	

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		<p>*Describes how frequently walk throughs will be conducted and how the early childhood center will ensure time for walk throughs despite scheduling, events, meetings, and etc.</p> <p>*Describes which classrooms will receive walk throughs and provides justification for those that will not.</p>	<p>*Describes how frequently walk throughs will be conducted and how the early childhood center will ensure time for walk throughs despite scheduling, events, meetings, and etc.</p> <p>*Describes which classrooms will receive walk throughs and provides justification for those that will not.</p>	
<p>9. Share knowledge and materials to enhance others’ understanding of effective early language and literacy instruction and embed culturally competent instruction</p> <p>10. Provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction</p>		<p>*Describes how the district, school and early childhood center will go beyond team planning time to ensure collaboration across all grade levels with a focus on literacy achievement and literacy instruction.</p> <p>*Describes how often collaboration will occur and how the district, school and early childhood center will ensure the focus is on literacy achievement and instruction.</p>	<p>*Describes how the district, school and early childhood center will go beyond team planning time to ensure collaboration across all grade levels with a focus on literacy achievement and literacy instruction.</p> <p>*Describes how often collaboration will occur and how the district, school and early childhood center will ensure the focus is on literacy achievement and instruction.</p> <p>*Describes how this process will support the annual and 3 to 5 year performance targets.</p>	

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<p>order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.</p>				
<p><b>Part B: Needs Assessment Criterion</b></p> <ul style="list-style-type: none"> <li># 1 &amp; 2 of Part B is listed below and provides some examples early childhood centers may identify within their application in order to meet standards or be exemplary.</li> <li>The entire self-assessment, which includes all 7 components of the Montana Literacy Plan (MLP) should have helped early childhood centers address this section.</li> </ul>				
<p>1. Identify systematic needs assessment tools currently in place and then develop plans for utilizing the information gathered through these needs assessments.</p>		<p>*Describes the process the early childhood center used to administer and analyze a needs assessment to ensure input and buy-in at the district and school level.</p> <p>*Describes additional processes used at each early childhood center level to ensure input and buy-in beyond the district level.</p> <p>*Describes process district or program used to share the information gathered from the self assessment to identify district strengths and weaknesses.</p> <p>*Describes additional processes used at each early childhood center to identify center strengths and</p>	<p>*Describes the process the early childhood center used to administer and analyze a needs assessment to ensure input and buy-in at the district and school level.</p> <p>*Describes additional processes used at each early childhood center level to ensure input and buy-in beyond the district level.</p> <p>*Describes process district or program used to share the information gathered from the self assessment to identify district strengths and weaknesses.</p> <p>*Describes additional processes used at each early</p>	

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		weaknesses.	childhood center to identify school center strengths and weaknesses.  *Provides additional details on using the needs assessment to strengthen district, school, and early childhood center plans regardless of grant funding.	
2. Develop the plan for utilizing information gathered in the required self-assessment.		*Describes the plan for using the information gathered to create a district wide comprehensive approach for improving literacy.  *Describes the plan for using the information gathered to create an early childhood center wide comprehensive approach for improving early language and literacy.	*Describes the plan for using the information gathered to create a district wide comprehensive approach for improving literacy.  *Describes the plan for using the information gathered to create an early childhood center wide comprehensive approach for improving early language and literacy.  *Provides additional details on using the needs assessment to develop district, school and early childhood center plans regardless of grant funding.	

<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the	<b>Does Not Meet Standards</b> <b>0-4</b>	<b>Meets Standards</b> <b>5-8</b>	<b>Exemplary Plan</b> <b>9-10</b>	<b>Total</b> <b>10</b>
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<p>criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.</p>				
<p><b>Part C: Professional Development Criterion</b></p> <ul style="list-style-type: none"> <li>This is the overall look at Part C. # 1-11 of Part C is listed below and provides some additional examples early childhood centers may identify within their application in order to meet standards or be exemplary.</li> <li>The Professional Development Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section.</li> </ul>		<p>*Describes an annual professional development plan that is based on a needs assessment.</p> <p>*Describes how professional development will be implemented both on-site and off-site and ties in the requirements of the grant including attendance of on-site leadership team at statewide workshops, video reflection folders, team meeting times, and support from instructional consultant and OPI team members.</p> <p>*Describes PD for all staff with programs they are teaching and also addresses PD for new teachers.</p> <p>*On-site leadership teams commit to presenting PD module components (determined by schools/districts) from statewide workshops to staff.</p> <p>*Commits to team weekly team meetings (45 minutes to 1 hour).</p> <p>*Commits to teacher creating reflection portfolios.</p>	<p>*Describes an annual professional development plan that is based on a needs assessment.</p> <p>*Describes how professional development will be implemented both on-site and off-site and ties in the requirements of the grant including attendance of on-site leadership team at statewide workshops, video reflection folders, team meeting times, and support from instructional consultant and OPI team members.</p> <p>*Describes PD for all staff with programs they are teaching and also addresses PD for new teachers.</p> <p>*Continually ties PD to both teacher and student data.</p> <p>*Describes district, school and early childhood center needs for PD.</p> <p>*On-site leadership teams commit to presenting PD module components (determined by schools/districts) from statewide workshops to staff.</p> <p>*Commits to team weekly team meetings (45 minutes to 1 hour).</p> <p>*Commits to teacher creating reflection portfolios.</p>	
<p>1. Prepare and communicate with all educators on an annual MLP professional development plan</p>		<p>* Describes an annual professional development plan and how that plan will help the early childhood center progress through the phases of</p>	<p>* Describes an annual professional development plan and how that plan will help the early childhood center progress through the phases of implementation (explore,</p>	



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		implementation (explore, implement, sustain) with the components of the MLP, especially leadership, professional development, instruction and intervention, and assessment and data-based decision making.	implement, sustain) with the components of the MLP, especially leadership, professional development, instruction and intervention, and assessment and data-based decision making.  * Describes or cross references the use of the self-assessment to determine the needs of professional development for staff.	
2. Allocate funding and time for professional development opportunities		<p>*Describes how funds and time will be allocated for both on-site and off-site professional development for all staff.</p> <p>*Describes how TEAMS (age level, content level, school level, etc.) will meet a minimum of 45 minutes per week to focus on the goals of this grant application.</p> <p>*Commits time and funding for the on-site Implementation Team members to attend bimonthly state level workshops in Helena.</p> <p>*Commits to teachers creating instructional video portfolios and completing that process at a minimum of 3X a year.</p>	<p>*Describes how funds and time will be allocated for both on-site and off-site professional development for all staff.</p> <p>*Describes how TEAMS (age level, content level, school level, etc.) will meet a minimum of 60 minutes per week to focus on the goals of this grant application.</p> <p>*Commits time and funding for the on-site Implementation Team members to attend bimonthly state level workshops in Helena.</p> <p>*Commits and clearly describes the process early childhood centers will use to ensure teachers create instructional video portfolios and have time for reflection (minimum of 3X a year).</p>	
3. Base professional development on student needs and goals		<p>* Professional development is based on student needs and goals as evidenced by student data.</p> <p>* There is evidence that professional development is on-going.</p>	<p>* Professional development is based on student needs and goals as evidenced by student data.</p> <p>* There is evidence that professional development is on-going.</p>	

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			<p>* Professional development is provided for the programs instructors utilize based on student needs and goals.</p> <p>*Describes or cross references student goals and how professional development plan will help meet those goals.</p>	
4. Require adequate professional development on evidence-based programs for teaching early language and literacy		<p>* Describes how all staff teaching early language and literacy has or will be provided adequate professional development. Provides details of staff, programs, and PD timeframes (i.e. beginning of school, after school, based on a needs assessment, new teachers, etc.).</p>	<p>* Describes how all staff teaching early language and literacy (reading, writing, listening and speaking about content) has and will be provided adequate professional development. Provides details of staff, programs, and PD timeframes (i.e. beginning of school, after school, team meetings, coaching, etc.)</p> <p>*Describes how PD plan is based on a needs assessment (teacher data, student data, etc.)</p>	
5. Require professional development on the four assessment types and assessment procedures		<p>*Describes how staff will receive professional development on all four types of assessments.</p> <p>*Identifies current assessments and types and includes timeframes and staff for PD.</p> <p>*Identifies required assessments and types and timeframes and staff for PD.</p> <p>*Identifies assessment procedures (who, where, when, and administration/scoring practice) to ensure valid and reliable data.</p>	<p>*Describes how staff will receive professional development on all four types of assessments.</p> <p>*Identifies current assessments and types and includes timeframes and staff involvement.</p> <p>*Provides clear evidence on success of current PD for the four types of assessments.</p> <p>*Identifies required assessments and types and timeframes and staff involvement.</p> <p>*Identifies assessment procedures (who, where, when, and administration/scoring practice) to ensure valid and reliable data.</p>	

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			*Provides clear evidence on success of current assessment procedures to ensure valid and reliable data.	
6. Require professional development on effective early language and literacy instruction  7. Ensure educators understand the developmental progression of early language and literacy development		*Describes how district, schools and early childhood centers will provide PD, beyond programs and assessments to ensure a deeper knowledge of early language and literacy instruction.  *Describes how the district, schools and early childhood centers will provide PD, beyond programs and assessments to ensure a deeper understanding of literacy instruction (Prek-12).	*Describes how district and schools will provide PD, beyond programs and assessments to ensure a deeper knowledge of early language and literacy instruction.  *Describes how the district, schools and early childhood centers will provide PD, beyond programs and assessments to ensure a deeper understanding of literacy instruction (Prek-12).  *Provides clear timeframes and topics for specific schools and district wide.  *Describes or cross references a needs assessment process for determining the PD.	
8. Guarantee systems are in place for providing professional development for new staff with regard to the MLP		* Describes a plan for providing professional development for new staff with regard to the MLP and this application. Provides timeframes and content.	* Describes a plan for providing professional development for new staff with regard to the MLP and this application. Provides timeframes and content.  *Describes a plan for additional support and follow up based on needs of new staff.	
9. Ensure educators have access to systems of support including observations, coaching, mentoring, and problem-solving		*Describes processes for ensuring all staff has access to systems of support.  *Provides clear examples of timeframes (i.e. grade level meetings, after school, early release, etc.), and personnel that will provide the systems of support.	*Describes processes for ensuring all staff has access to systems of support.  *Provides clear examples of timeframes (i.e. grade level meetings, after school, early release, etc.), and personnel that will provide the systems of support.  *Describes how all staff will have access to the	

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		<p>*Describes how all staff will have access to the instructional consultant team member and the OPI team member.</p> <p>*Describes how staff will have additional support provided by district or school personnel, and additional outside consultants/national experts.</p>	<p>instructional consultant team member and the OPI team member.</p> <p>*Provides clear timeframes/structures to ensure observations, coaching, mentoring, and problem-solving are available for all teachers.</p> <p>*Describes how staff will have additional support provided by district or school personnel, and additional outside consultants/national experts.</p>	
10. Make certain that professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices		<p>*Describes how the PD described in # 6 and #7 will impact instruction (current teaching practices).</p> <p>*Provides clear examples of the transfer of PD to classroom instruction.</p> <p>*Provides clear connections between the systems of support in #9 and determining the effectiveness of that support in improving instruction.</p>	<p>*Describes how the PD described in # 6 and #7 will impact instruction (current teaching practices).</p> <p>*Provides clear examples of the transfer of PD to classroom instruction.</p> <p>*Provides clear connections between the systems of support in #9 and determining the effectiveness of that support in improving instruction.</p> <p>*Provides clear examples of using teacher and student data to determine the impact on improving instruction (current teaching practices).</p>	
11. Guarantee educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies		<p>* Describes the implementation of Positive Behavior Support professional development, which includes classroom management and engagement strategies.</p> <p>*Provides some evidence of the programs/strategies currently being used and the</p>	<p>* Describes the implementation of Positive Behavior Support professional development, which includes classroom management and engagement strategies.</p> <p>*Provides significant evidence of the programs/strategies being used and timeframes and staff involved.</p> <p>*Provides evidence on success of current PD and</p>	

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		timeframes and staff involved.	identifies additional needs and how this application will help address those needs.	
<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	<b>Does Not Meet Standards 0-4</b>	<b>Meets Standards 5-8</b>	<b>Exemplary Plan 9-10</b>	<b>Total 10</b>
<b><u>Part D: Instruction and Intervention Criterion</u></b> <ul style="list-style-type: none"><li>This is the overall look at Part D. # 1-12 of Part D is listed below and provides some additional examples early childhood centers may identify within their application in order to meet standards or be exemplary.</li><li>The Instruction and Intervention Component in the Montana Literacy Plan (MLP) should have helped early childhood centers address this section.</li></ul>		<ul style="list-style-type: none"><li>* Identifies <b>district wide strengths</b> for items 1-11 that clearly demonstrates a clear system for implementing and supporting/monitoring evidence based programs and instruction.</li><li>*Identifies additional early childhood center strengths for items 1-11 that ensures each center level has the necessary materials, time, and support to teach early language and literacy throughout all content areas.</li><li>*Identifies <b>district or program wide needs</b> for items 1-11 and clearly demonstrates how the on-site leadership team(s)/staff will address the need for implementing evidence based programs and explicit instruction.</li><li>*Identifies additional center level needs for items 1-11 and clearly demonstrates how the on-site leadership team s/staff will address the need for</li></ul>	<ul style="list-style-type: none"><li>* Identifies <b>district wide strengths</b> for items 1-11 that clearly demonstrates a clear system for implementing and supporting/monitoring evidence based programs and instruction.</li><li>*Identifies additional early childhood center strengths for items 1-11 that ensures each center level has the necessary materials, time, and support to teach early language and literacy throughout all content areas.</li><li>*Identifies <b>district or program wide needs</b> for items 1-11 and clearly demonstrates how the on-site leadership team(s)/staff will address the need for implementing evidence based programs and explicit instruction.</li><li>*Identifies additional center level needs for items 1-11 and clearly demonstrates how the on-site leadership team s/staff will address the need for sufficient time to teach early language, literacy and writing.</li></ul>	

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		<p>sufficient time to teach early language, literacy and writing.</p> <p>*Commits to implementing a multi-tiered system of support.</p>	<p>*Describes support/monitoring for teachers to ensure implementation of evidence based programs and instruction is effective in increasing student achievement and the goals written into this application.</p> <p>*Commits to implementing a multi-tiered system of support.</p>	
1. Evidence-based literacy programs are being utilized		<p>*Describes programs being used for teaching early language and literacy (reading, writing, speaking, and listening) and provides evidence based research of the effectiveness.</p>	<p>*Describes programs being used for teaching early language and literacy (reading, writing, speaking, and listening) and provides evidence based research of the effectiveness.</p> <p>*Describes district's comprehensive approach to evidence based programs that ensures a smoother transition for students from one grade to another grade and one level to another level (i.e. direct instruction programs across grade levels, reading programs with a scope and sequence that continues to build from one grade level to another and one level to another.</p>	
2. Educators have the necessary instructional materials to teach the early learning programs		<p>*Provides details on how teachers that teach early learning programs have the necessary materials to teach the program with fidelity.</p>	<p>*Provides details on how teachers that teach early learning programs have the necessary materials to teach the program with fidelity.</p>	
3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.		<p>*Describes a multi-tiered system of support for core-instruction (Tier I) and provides specific examples of maintaining high achievement for all students (i.e. use of PM data for all students, data notebooks).</p>	<p>*Describes a multi-tiered system of support for core-instruction (Tier I) and provides specific examples of maintaining high achievement for all students (i.e. use of PM data for all students, data notebooks).</p> <p>*Provides details and/or cross references use of data</p>	

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			from assessment section to ensure core instruction is increasing achievement for students.	
4. Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, including re-teaching, additional practice, or challenge activities		<p>*Describes a multi-tiered system of support for small groups and provides specific examples of differentiating instruction.</p> <p>Preschool Examples: center time, re-teaching and review.</p>	<p>*Describes a multi-tiered system of support for small groups and provides specific examples of differentiating instruction.</p> <p>Preschool Examples: center time, re-teaching and review.</p> <p>*Provides details and/or cross references use of data from assessment section to ensure small group instruction is increasing achievement for students.</p>	
5. Educators utilize evidence-based intervention instruction aligned with literacy components		<p>*Describes intervention programs being used for teaching early language and literacy (reading, writing, speaking, and listening) during intervention instruction and provides evidence based research of the effectiveness.</p>	<p>*Describes intervention programs being used for teaching early language and literacy (reading, writing, speaking, and listening) during intervention instruction and provides evidence based research of the effectiveness.</p> <p>*Describes district's comprehensive approach to evidence based programs for interventions that ensures a smoother transition for students in need of interventions from one grade to another grade and one level to another level (i.e. direct instruction programs for interventions across grade levels, interventions for reading programs with a scope and sequence that continues to build from one grade level to another and one level to another.</p>	
6. Educators have the necessary instructional materials for evidence-based intervention		<p>*Provides details on how teachers have or will have the necessary materials to teach the</p>	<p>*Provides details on how teachers have or will have the necessary materials to teach the intervention programs</p>	

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instruction		intervention programs with fidelity.	with fidelity.  *Describes how materials will be sustained past grant funding.	
7. Educators allocate time to provide early literacy instruction and evidence-based intervention instruction		*Describes the allocated time for literacy Prek-12 <sup>th</sup> grade and a multi-tiered system of support.  *Provides data/examples of how the time described is sufficient to meet the needs of all students during core instruction and interventions.	*Describes the allocated time for literacy Prek-12 <sup>th</sup> grade and a multi-tiered system of support.  *Provides data/examples of how the time described is <b>more than sufficient</b> to meet the needs of all students during core instruction and interventions.	
8. Educators embed explicit literacy instruction across evidence-based instruction		*Describes how early language and literacy instruction and programs listed above will be implemented with explicit instruction (i.e. I do/we do /you do, modeling/guided practice/feedback/check for understanding).	*Describes how early language and literacy instruction and programs listed above will be implemented with explicit instruction (i.e. I do/we do /you do, modeling/guided practice/feedback/check for understanding).  *Provides details on how explicit instruction will be monitored/supported/measured (i.e. walkthroughs, team meeting discussions, mentoring).	
9. Educators apply early language and literacy skills throughout the day across all content areas		*Describes how literacy skills (speaking, reading, listening and writing) will be taught in all content areas throughout the day.  *Provides specific examples of early language and literacy in science exploration/center time/math, etc., will be taught throughout the day.	*Describes how literacy skills (speaking, reading, listening and writing) will be taught in all content areas throughout the day.  *Provides specific examples of early language and literacy in science exploration/center time/math, etc., will be taught throughout the day.  *Provides details on how the teaching of early language and literacy skills across all content areas will be	



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			monitored/supported/measured (i.e. walkthroughs, team meeting discussions, mentoring).	
10. Educators allocate time for writing about text		*Describes the allocated time for writing, Prek-12 <sup>th</sup> grade.  *Provides data/examples of how the time described is <b>sufficient</b> for writing about text.  *Preschool Example: responding to read-aloud, shared reading and writing opportunities.	*Describes the allocated time for writing, Prek-12 <sup>th</sup> grade.  *Provides data/examples of how the time described is <b>sufficient</b> for writing about text.  *Provides data/examples of how time is allocated for writing about text throughout all content areas.  *Preschool Example: responding to read-aloud, shared reading and writing opportunities.	
11. Educators teach students the fundamental skills and processes for writing		*Describes the districts writing program and fundamental skills and processes taught Prek-12 <sup>th</sup> grade.  *Preschool Example: Describes how students are introduced to and moved through the emergent writing continuum.	*Describes the districts writing program and fundamental skills and processes taught Prek-12 <sup>th</sup> grade.  *Provides examples of current writing program and its effectiveness.  *Preschool Example: Describes how students are introduced to and moved through the emergent writing continuum.	

Application Criteria Items are numbered to reflect	Does Not Meet Standards 0-4	Meets Standards 5-8	Exemplary Plan 9-10	Total 10
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<p>application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.</p>				
<p><b><u>Part E: Assessment and Data-based Decision Making Criterion</u></b></p> <ul style="list-style-type: none"> <li>• This is the overall look at Part E. # 1-12 of Part E is listed below and provides some additional examples early childhood centers may identify within their application in order to meet standards or be exemplary.</li> <li>• The Assessment and Data-based Decision Making Criterion Component in the Montana Literacy Plan (MLP) should have helped early childhood centers address this section.</li> </ul>		<p>*Identifies the four types of assessments (screening, progress monitoring, diagnostic and outcome) district wide, school wide, at each grade level and at different age levels within the early childhood centers.</p> <p>*Identifies strengths of current assessments in place for each type and each age level (ie. 3 year olds, 4 year olds).</p> <p>*Identifies weaknesses/needs for a comprehensive assessment system covering the four types.</p> <p>*Commits to implementing required MSRP assessments (prek-12).</p>	<p>*Identifies the four types of assessments (screening, progress monitoring, diagnostic and outcome) district wide, school wide, at each grade level and at different age levels within the early childhood centers. .</p> <p>*Identifies strengths of current assessments in place for each type and each age level (ie. 3 year olds, 4 year olds).</p> <p>*Identifies weaknesses/needs for a comprehensive assessment system covering the four types.</p> <p>*Ties additional required MSRP assessments to addressing their needs in assessment and explains how this will create a comprehensive assessment system (PreK-12).</p> <p>*Commits to implementing required MSRP assessments (prek-12).</p> <p>*Identifies a systematic approach for analyzing data in a timely manner and then making instructional decisions based on the analysis of</p>	

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			the data.	
1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types		<p>*Describes annual assessment plan including timeframes for each assessment type.</p> <p>*Identifies clear assessment procedures to ensure valid and reliable data (i.e. assessment team, training, practice in administration with colleagues)</p>	<p>*Describes annual assessment plan including timeframes for each assessment type.</p> <p>*Identifies clear assessment procedures to ensure valid and reliable data (i.e. assessment team, training, practice in administration with colleagues).</p> <p>*Describes or cross references PD to ensure assessment plan is in place and procedures are established.</p>	
2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner		<p>*Identifies screening for each age level (i.e. 3 year olds, 4 year olds), and timeframes for administration and analysis of data.</p> <p>*Provides clear examples of how the screening is used to place students in a multi-tiered approach and in a timely manner.</p>	<p>*Identifies screening for each age level (ie. 3 year olds, 4 year olds), and timeframes for administration and analysis of data.</p> <p>*Provides clear examples of how the screening is used to place students in a multi-tiered approach and in a timely manner.</p> <p>*Describes how data is shared with staff in a timely manner and on an ongoing basis.</p>	
3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types		<p>*Identifies how the four types of assessments are used to monitor and modify instruction.</p> <p>*Identifies how staff analyzes the four types of assessments (i.e. grade level meetings, benchmark meetings, data team meetings, data management system with printed charts/graphs,</p>	<p>*Identifies how the four types of assessments are used to monitor and modify instruction.</p> <p>*Identifies how staff analyzes the four types of assessments (i.e. grade level meetings, benchmark meetings, data team meetings, data management system with printed charts/graphs,</p>	

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		etc.).	etc.).  *Identifies how the staff modifies instruction based on the analysis of the four types of assessments (i.e flow chart of multi-tiered system of support, tutoring, differentiated instruction, etc.).	
4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP		*Describes process district uses to analyze MontCAS data to determine the factors that may be contributing to low performance in subgroups.	*Describes process district uses to analyze MontCAS data to determine the factors that may be contributing to low performance in subgroups.  *Provides additional details on how this data is analyzed from year to year and tied to district and school improvement goals supportive of meeting AYP targets.	
5. LEAs have a specific plan for improving scores for disadvantaged students		*Describes plan districts have for improving scores for disadvantaged groups.  *Describes plans at each age level (i.e. 3 year olds, 4 year olds) for improving scores for disadvantaged groups.	*Describes plan districts have for improving scores for disadvantaged groups.  *Describes plans at each age level (i.e. 3 year olds, 4 year olds) for improving scores for disadvantaged groups.  *Provides specific examples about personnel, interventions and time, and assessments used with disadvantaged groups. Provides details on how these all work together to monitor the effectiveness of improving scores for	

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			disadvantaged groups.	
6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner			<p>*Describes staff members and their expertise that collects data and shares the data with staff.</p> <p>*Describes process these staff member use for sharing data in a timely manner.</p>	
7. Progress monitoring is systematic, documented, and shared with educators in a timely manner		<p>*Describes progress monitoring measures and timeline for administration at each age level (i.e. 3 year olds, 4 year olds).</p> <p>*Describes how and when progress monitoring data is shared with staff.</p> <p>*Provides a close timeframe from when data is collected to when it is shared with staff.</p>	<p>*Describes progress monitoring measures and timeline for administration at each age level (ie. 3 year olds, 4 year olds).</p> <p>*Describes how and when progress monitoring data is shared with staff.</p> <p>*Provides a close timeframe from when data is collected to when it is shared with staff.</p> <p>*Provides a comprehensive look at progress monitoring district wide and how the measures at each grade build upon one another to help determine if students are prepared to move from one grade to another and from one school level to another.</p>	
8. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner		<p>*Describes diagnostic measures and timeline for administration at each age level (i.e. 3 year olds, 4 year olds).</p> <p>*Describes how and when diagnostic data is shared with staff.</p> <p>*Provides a close timeframe from when data is</p>	<p>*Describes diagnostic measures and timeline for administration at each age level (i.e. 3 year olds, 4 year olds).</p> <p>*Describes how and when diagnostic data is shared with staff.</p> <p>*Provides a close timeframe from when data is</p>	

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		collected to when it is shared with staff.	collected to when it is shared with staff.  *Provides details about what is done with the diagnostic data (i.e., additional instructional time, additional interventions, etc.)	
9. A school data collection system is in place and technology support is available		*Describes the early childhood center data collection system and provides details of how that system is used for the four types of assessments.  *Describes what resources are used from the management system to share with staff (i.e., monthly progress monitoring reports, data over time reports, parent teacher conference reports, etc.)	*Describes the early childhood center data collection system and provides details of how that system is used for the four types of assessments.  *Describes what resources are used from the management system to share with staff (i.e., monthly progress monitoring reports, data over time reports, parent teacher conference reports, etc.)  *Describes personnel and processes for technology support (i.e. how many on-site support days per school, how often are teacher needs met, is there a process and a timely turn around for technology requests/needs, etc.)	
10. On-site Leadership Implementation Teams and grade-level Teacher Teams are established and meet at least twice a month		*Provides details on makeup of on-site leadership team (i.e. district level, school level, center level, etc.)  *Provide details about teacher teams (i.e. age levels, content areas, etc.)	*Provides details on makeup of on-site leadership team (i.e. district level, school level, center level, etc.)  *Provide details about teacher teams (i.e. age levels, content areas, etc.)	

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		<p>*Provides timeframe for on-site implementation team to meet.</p> <p>*Provides timeframe for teacher teams to meet weekly for 45 minutes to 1 hour or the accumulation of that time every other week (i.e., two hours every other Friday).</p>	<p>*Provides timeframe for on-site implementation team to meet.</p> <p>*Provides timeframe for teacher teams to meet weekly for 45 minutes to 1 hour or the accumulation of that time every other week (i.e., two hours every other Friday).</p> <p>*Provides details of how teacher teams and on-site leadership team will communicate about questions and concerns (i.e., representative from on-site leadership team attends teacher team meeting monthly).</p>	
11. Fidelity of assessment administration is regularly verified		*Describes process for ensuring assessments are administered to ensure reliable and valid data (i.e. assessment team training, computer lab monitoring of students, updated trainings before each benchmark assessment period, etc.)	*Describes process for ensuring assessments are administered to ensure reliable and valid data (i.e. assessment team training, computer lab monitoring of students, updated trainings before each benchmark assessment period, etc.)	
12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress		<p>*Describes how individual student data is continually analyzed for disadvantaged subgroups to ensure they are making adequate progress.</p> <p>*Defines adequate progress and disadvantaged subgroups.</p>	<p>*Describes how individual student data is continually analyzed for disadvantaged subgroups to ensure they are making adequate progress.</p> <p>*Defines adequate progress and disadvantaged subgroups.</p> <p>*Provides details on the use of the four assessment types to determine adequate</p>	

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			progress for disadvantaged subgroups.	
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<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	<b>Does Not Meet Standards</b> <b>0-2</b>	<b>Meets Standards</b> <b>3-4</b>	<b>Exemplary Plan</b> <b>5</b>	<b>Total</b> <b>5</b>
<b><u>Part F: Language and Text-Rich Learning Environment Criterion</u></b> <ul style="list-style-type: none"><li>The Instruction and Intervention Component in the Montana Literacy Plan (MLP) should have helped early childhood centers address this section.</li></ul>				
1. Describe your current language and text-rich learning program environment		*Describes how early childhood centers will create text-rich learning environments by teaching and modeling expressive and receptive language though everyday reading, speaking, writing, and print.	*Describes how early childhood centers will create text-rich learning environments by teaching and modeling expressive and receptive language though everyday reading, speaking, writing, and print.  *Provides specific details such as authentic playful activities, asking purposeful questions, modeling rich vocabulary, etc.	
2. Describe any changes intended for the language and text-rich learning program environment		Describes how early childhood centers will change/improve/adapt their current text-rich environments to include more teaching of expressive and receptive language through everyday reading ,	Describes how early childhood centers will change/improve/adapt their current text-rich environments to include more teaching of expressive and receptive language through everyday reading ,	



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		speaking, writing, and print.	speaking, writing, and print.  *Provides specific details such as implementing authentic playful activities, asking purposeful questions, modeling rich vocabulary, etc.	
3. Describe a timeline of activities, indicators of success, and roles and responsibilities for the first year		*Activities from this section are listed in a timeline and or cross referenced in the timeline of Part G.	*Activities from this section are listed in a timeline and or cross referenced in the timeline of Part G.	

Application Criteria Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
<b><u>Part G: Continuous Improvement Processes Criterion</u></b> <ul style="list-style-type: none"> <li>The Continuous Improvement Cycle in the Montana Literacy Plan (MLP) should have helped early childhood centers address this section.</li> </ul>				
1. Describe continuous improvement processes that are currently in place		*Describes the current continuous improvement cycle and provides details for each area including what assessments are used and how are they used to improve overall systems and instruction.	*Describes the current continuous improvement cycle and provides details for each area including what assessments are used and how they are used to improve overall systems and instruction.	

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			*Provides examples of both student and teacher data.	
2. Describe how the Continuous Improvement Cycle will be utilized		*Describes how the district will utilize the seven step problem-solving model listed in the grant application.  *Describes how each early childhood center will utilize the seven step problem-solving model listed in the grant application.	*Describes how the district will utilize the seven step problem-solving model listed in the grant application.  *Describes how each early childhood center will utilize the seven step problem-solving model listed in the grant application.  *Provides details on how the cycle will be cyclical and ongoing (i.e. quarterly reviews based on new student and teacher data, bimonthly improvement cycles based on the administration of XXX data, current assessment team monthly meetings, etc.)	
3. Describe a timeline of activities, indicators of success, and roles/responsibilities for the first year		*Provides a clear timeline of activities written into all sections of this application, indicators of success, and the roles/responsibilities of all staff for the first year.	*Provides a clear timeline of activities written into all sections of this application, indicators of success, and the roles/responsibilities of all staff for the first year.  *Provides clear descriptions of each activity, when it is to be completed and how it is measured for effectiveness (i.e. teacher team meeting time/weekly for one hour/all 3 year old teachers/notes sent to leadership team/follow up from instructional consultant and principal.	

<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not	<b>Does Not Meet Standards</b> <b>0-4</b>	<b>Meets Standards</b> <b>5-8</b>	<b>Exemplary Plan</b> <b>9-10</b>	<b>Total</b> <b>10</b>
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<p>need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.</p>				
<p><b>Part H: Community and Family Involvement Criterion</b></p> <ul style="list-style-type: none"> <li>This is the overall look at Part H. # 1-10 of Part H is listed below and provides some additional examples districts may identify within their application in order to meet standards or be exemplary.</li> <li>The Community and Family Involvement component in the Montana Literacy Plan (MLP) should have helped early childhood centers address this section.</li> </ul>		<p>*Identifies district level partnerships, what those partnerships do to improve literacy outcomes and how those partnerships are maintained over time.</p> <p>*Identifies additional early childhood center partnership, what those partnerships do to improve early language and literacy outcomes and how those partnerships are maintained over time.</p> <p>*identifies communication and problem-solving processes with parents.</p> <p>*Explains how parents and volunteers are resources for assisting the center and students in improving early language and literacy outcomes.</p>	<p>*Identifies district level partnerships, what those partnerships do to improve literacy outcomes and how those partnerships are maintained over time.</p> <p>*Identifies additional early childhood center partnership, what those partnerships do to improve early language and literacy outcomes and how those partnerships are maintained over time.</p> <p>*identifies communication and problem-solving processes with parents.</p> <p>*Explains how parents and volunteers are resources for assisting the center and students in improving early language and literacy outcomes.</p> <p>*Provides specific activities,</p>	

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			timelines, and responsibilities for the items mentioned above.  *Provides details on how the activities will be measured and tied to student achievement.	
1. Recognize community partnerships in the literacy development of students		*Describes district level community partnerships for improving literacy.  *Describes additional early childhood center community partnerships for improving early language and literacy.	*Describes district level community partnerships for improving literacy.  *Lists partnerships and their contributions to improving literacy at the district level.  *Describes additional early childhood center community partnerships for improving early language and literacy.  *Lists partnerships and their contributions to improving early language literacy at the early childhood level.	
2. Understand the importance of school, family, and community partnerships and nurture reciprocal relationships with families		*Describes communication with school, family, and community partnerships and how the communication is reciprocal towards improving early language and literacy outcomes for students.  *Commits to meeting with	*Describes communication with school, family, and community partnerships and how the communication is reciprocal towards improving early language and literacy outcomes for students.  *Provides details on communication	

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		community partnerships three times a year (October, January, and June) to share program data.	and frequency of communication (i.e. newsletters, meetings, phone calls, etc.)  *Commits to meeting with community partnerships three times a year (October, January, and June) to share program data.	
3. Have a system in place for helping families support students' learning at home		*Describes systems at a district level for supporting families with students' learning at home (i.e. homework hotline, website resources, tutoring services, etc.)  *Describes additional systems at the early childhood center for supporting families with students' learning at home.	*Describes systems at a district level for supporting families with students' learning at home (i.e. homework hotline, website resources, tutoring services, etc.)  *Describes additional systems at the early childhood center for supporting families with students' learning at home.	
4. Have a system in place for effectively communicating with families in various and meaningful ways		*Describes systems at the district level for communicating with families.  *Describes systems at the early childhood center for communicating with families.	*Describes systems at the district level for communicating with families.  *Provides specific examples (i.e. monthly district newsletters, posting on website with reminders, parent meetings, family nights, etc.)  *Describes systems at the early childhood center for communicating	

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			<p>with families.</p> <p>*Provides specific examples (i.e. school newsletters, classroom newsletter, postings on website, teacher websites, parent meetings, family night, regular and ongoing updates on grades and progress, etc.)</p>	
5. Involve parents and/or students in the problem-solving process		<p>*Describes how the early childhood center involves parents in the problem-solving process (i.e. surveys, phone calls, support personnel beyond the classroom teacher to help parents, etc.)</p> <p>*Describes how the early childhood center involves the students in the problem-solving process (i.e. behavior management systems, positive reinforcement plans.)</p>	<p>*Describes how the early childhood center involves parents in the problem-solving process (i.e. surveys, phone calls, support personnel beyond the classroom teacher to help parents, etc.)</p> <p>*Describes how the early childhood center involves the students in the problem-solving process (i.e. behavior management systems, positive reinforcement plans.)</p> <p>*Provides a list of specific activities, timeframes for the activities, and roles and responsibilities for accomplishing the activities (ex. Monthly meeting/ with family support specialist and parents).</p>	
6. Sponsor and promote early		<p>*Describes the activities and events</p>	<p>*Describes the activities and events</p>	

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literacy activities and events		the early childhood center will sponsor to promote early literacy throughout the year.	the early childhood center will sponsor to promote early literacy throughout the year.  *Provides a list of specific activities, timeframes for activities, and the roles and responsibilities for accomplishing the activities.	
7. Collaborate with each other and families to ensure smooth transitions from early education through high school		*Describes district processes for ensuring a smooth transition from one school level to another (pre-k to elementary, elementary to middle, and middle to high school).	*Describes district processes for ensuring a smooth transition from one school level to another (pre-k to elementary, elementary to middle, and middle to high school).  *Provides specific examples and timeframes (ex. 1) Meeting January benchmark with preschool teachers and kindergarten teachers to begin discussing transition plans for disadvantaged/struggling students (ex. 2) meeting beginning after January benchmark between center director and elementary school counselor to begin discussing transition plans for disadvantaged students and then the data and plans will be discussed and shared with teachers during grade level meetings).	

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8. Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including students' primary language		*Describes how early childhood center will ensure supports are in place for families and children to demonstrate their abilities, skills, and knowledge in the students' primary language.	*Describes how early childhood center will ensure supports are in place for families and children to demonstrate their abilities, skills, and knowledge in the students' primary language.	
9. Establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and middle/high school readiness		*Describe how the partnerships listed in #1 will help support student's development and readiness for each school level. Which private and public partnerships could really support the transition years and in what ways?	*Describe how the partnerships listed in #1 will help support student's development and readiness for each school level. Which private and public partnerships could really support the transition years and in what ways?  *Provides examples of how these partnerships will be maintained over time to ensure contained growth and strength of partnerships in helping improve early language and literacy outcomes for all students.	
10. Recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills			*Describes how parents, community tutoring programs (if applicable), and volunteers assist in helping students acquire early language and literacy skills.  *Provides details on partnerships and recruiting efforts with	



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			volunteers and parents.  *Provides clear plans/resources/materials and training/support that is provided to parents and volunteers to ensure success for both parents and volunteers as well as students.	
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<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	<b>Does Not Meet Standards 0-2</b>	<b>Meets Standards 3-4</b>	<b>Exemplary Plan 5</b>	<b>Total 5</b>
<b><u>Part I: Coherent Strategy Criterion</u></b>				
1. Leverage applicant's funds and align proposed literacy activities with other federal, state, and local funds		*Early childhood center describes how proposed activities will be supported by other federal, state, and local funds.	*Early childhood center describes how proposed activities will be supported by other federal, state, and local funds.	
2. Provide a list of current federal, state, and local funds that impact literacy and how those funds will support specific activities listed in the application		*Provides a direct alignment of major activities written into this application and additional funds that will be used to implement the	*Provides a direct alignment of major activities written into this application and additional funds that will be used to implement the	

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		listed activities  Preschool Example: Additional teacher hired to teach oral language development and funded by Head Start funds.	listed activities.  Preschool Example: Additional teacher hired to teach oral language development and funded by Head Start funds.	
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<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	<b>Does Not Meet Standards</b> <b>0-2</b>	<b>Meets Standards</b> <b>3-4</b>	<b>Exemplary Plan</b> <b>5</b>	<b>Total</b> <b>5</b>
<b><u>Part J: Eligible Schools and Head Start Programs Criterion</u></b>				
1. Which schools will be selected to receive MSRP grant funds? Describe the criteria used to make the choice. Head Start Programs: Describe the criteria used to make the choice		*Describes process used to select schools if more than one school level (elementary, middle, and high school) was eligible.  *Provides explanation of the reason schools are participating (i.e. on eligibility list from state) and not participating (i.e. not on eligibility list from state, only 70% buy-in from High School, etc.)	*Describes process used to select schools if more than one school level (elementary, middle, and high school) was eligible.  *Provides explanation of the reason schools are participating (i.e. on eligibility list from state) and not participating (i.e. not on eligibility list from state, only 70% buy-in from High School, etc.)  *Provides explanation	

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2. Describe the plan for addressing the needs of eligible schools that will not be selected to receive MSRP funds. Describe the factors that most influenced the decision not to select these schools.				
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<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	<b>Does Not Meet Standards</b> <b>0-2</b>	<b>Meets Standards</b> <b>3-4</b>	<b>Exemplary Plan</b> <b>5</b>	<b>Total</b> <b>5</b>
<b><u>Part K: Evidence Criterion</u></b>				
1. Implementation of successful evidence-based early language and literacy instruction		*Describes or cross references the evidence that supports the early language and literacy instruction to be used at each school and center level.	*Describes or cross references the evidence that supports the literacy instruction to be used at each school and center level.  *Describes district approach for ensuring evidence-based literacy instruction that is comprehensive Prek-12 (i.e. ensuring smoother transition and instructional supports from one level to another).	

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2. Use of evidence-based curriculum and materials		*Describes or cross references the evidence that supports the curriculum and materials identified within this application at each school and center level.	*Describes or cross references the evidence that supports the curriculum and materials identified within this application at each school level.  *Describes or cross references the district approach for ensuring evidence-based curriculum and materials are comprehensive Prek-12 (i.e. ensuring smoother transition from one level to another).	
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<b>Application Criteria</b> Items are numbered to reflect application, but applicants do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	<b>Does Not Meet Standards</b> <b>0-2</b>	<b>Meets Standards</b> <b>3-4</b>	<b>Exemplary Plan</b> <b>5</b>	<b>Total</b> <b>5</b>
<b>Part L: Standards Criterion</b> #1and 2 of Part L is listed below and provides some examples districts may identify within their application in order to meet the standards or be exemplary. * The Standard Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section.				

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1. <b>Grades K-12:</b> Describe the process LEAs will use to ensure alignment of the evidence-based curriculum to the Montana Common Core Standards		<p>*Describes the current use of an evidence-based curriculum and materials and/or cross references the instruction and intervention section within this application.</p> <p>*Identifies district strengths and needs to ensure a comprehensive approach for evidence-based curriculum and Montana Common Core Standards alignments.</p> <p>*Identifies individual school strengths and needs to ensure staff knowledge and buy-in to evidence based curriculum and Montana Common Core Standards alignment.</p> <p>*Provides additional details for the use of culturally responsive (IEFA) reading, writing, and communication strategies identified within the Montana Common Core Standards.</p>	<p>*Describes the current use of an evidence-based curriculum and materials and/or cross references the instruction and intervention section within this application.</p> <p>*Describes processes currently occurring to align evidence-based curriculum to the MT Common Core Standards.</p> <p>*Identifies district strengths and needs to ensure a comprehensive approach for evidence-based curriculum and Montana Common Core Standards alignments.</p> <p>*Identifies individual school strengths and needs to ensure staff knowledge and buy-in to evidence based curriculum and Montana Common Core Standards alignment.</p> <p>*Provides additional details for the use of culturally responsive (IEFA) reading, writing, and communication strategies identified within the Montana Common Core Standards.</p>	

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2. <b>Birth through Age 5:</b> Describe the process that LEAs or Head Start programs will use to ensure the evidence-based curriculum is aligned to the Montana Early Learning Guidelines or Montana Common Core Standards		*Provides a reasonable description of the alignment of an evidence-based curriculum to the Early Learning Guidelines.  *A reasonable plan for the alignment of evidence-based curriculum to the partnering districts plans for implementation of the Montana Common Core Standards is described.	*Provides a comprehensive description of the alignment of an evidence-based curriculum to the Early Learning Guidelines.  *Describes a comprehensive approach in which an evidence-based curriculum is aligned to partnering districts plans for implementation of the Montana Common Core Standard to ensure smooth transitions from early education to kindergarten.	
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<b>Application Criteria</b> Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	<b>Does Not Meet Standards</b> <b>0-2</b>	<b>Meets Standards</b> <b>3-4</b>	<b>Exemplary Plan</b> <b>5</b>	<b>Total</b> <b>5</b>
<b>Part M: Competitive Technology Criterion</b>				
1. Describe the technology used to address student learning challenges		*Describes current technology used to address student learning challenges in core instruction and interventions.  *Describes technology needs to address student learning challenges in core instruction and interventions.	*Describes current technology used to address student learning challenges in core instruction and interventions.  *Describes technology needs to address student learning challenges in core instruction and interventions.  *Describes district, school and center strengths with using technology to address student learning	

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			challenges (i.e. text complexity support).	
2. Describe the evidence-based rationale for using that technology		*Describes the evidence base for technology to address student learning challenges, to increase engagement for all students, and to increase teacher effectiveness.  *Describes the rationale for the current use of technology.  *Describes the rationale for the need of new technology.	*Describes the evidence base for technology to address student learning challenges, to increase engagement for all students, and to increase teacher effectiveness.  *Describes the rationale for the current use of technology.  *Describes the rationale for the need of new technology.  *Provides specific examples of how technology will increase achievement for all students in core instruction and interventions.  *Provides specific examples of how technology will increase achievement for students with learning challenges.	
3. Describe the use of technology to increase student engagement and achievement		*Describes current technology used to increase student engagement and achievement in core instruction and interventions.  *Describes needs for the use of technology to increase student engagement and achievement in core instruction and interventions.	*Describes current technology used to increase student engagement and achievement in core instruction and interventions.  *Describes needs for the use of technology to increase student engagement and achievement in core instruction and interventions (i.e. use of smart boards, mobile labs, iPads, text complexity support, etc.)  *Describes both district, school and center strengths with using technology to increase student engagement	

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			and achievement in core instruction and interventions.	
4. Describe how technology will be used to increase teacher effectiveness		*Describes current use of technology to increase teacher effectiveness (i.e., smart boards, data management systems, short video clips to build background knowledge, mobile labs for writing, etc.)  *Describes need for technology to increase teacher effectiveness.	*Describes current use of technology to increase teacher effectiveness (i.e., smart boards, data management systems, short video clips to build background knowledge, mobile labs for writing, etc.)  *Describes need for technology to increase teacher effectiveness and provides specific examples of what, when, where and how technology will be used (i.e. smart board in science classes to build background knowledge at the beginning of each unit be accessing XXXX videos from XXX).	